



General Certificate of Secondary Education

Economics 3144

3144/2H Paper 2 Higher

Mark Scheme

2006 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Economics - Paper Two, Higher Tier (3144/2H)

General Marking Guidance

While the task is structured in six parts, answers are to be marked holistically according to the following criteria/levels.

Start at the highest level for each criteria, and look at the candidate's response to see if you can identify evidence of achievement of that level. If you cannot find evidence of that level, move down to the next level. It is not necessary to obtain the lower levels below that which is actually rewarded. For many levels it is only necessary for candidates to show the applicable evidence once to be awarded in that level. There are some levels, however, where candidates need to show evidence more than once. This particularly applies where the term 'consistently uses' is in the level descriptor.

Layout/style/structure not to be rewarded.

Guidance will be provided to examiners at the standardisation meeting on how to differentiate between the range of marks at each level.

Quantity may be misleading.

Please note the mark scheme will be supplemented by extracts from candidates' answers selected during the standardisation process. These should be used to assist in determining the levels reached by the candidate being assessed.

Details of general instructions for markers will be found in the AQA *booklet Instructions for examiners marking scripts*, which follows the Mandatory Code of Practice. Further supplementary detailed instructions will be given by the Principal Examiner at the standardisation meeting.

Westport is a large, successful seaside resort located in the north-west of England. Recently, Go North Trains announced the proposed closure of the railway line from South Chester to Westport.

Your task

As an economist working for Westport Council, you have collected the information given to you in the Information Leaflet.

Using the Information Leaflet, together with your own knowledge and understanding of economics, write a report for Westport Council which clearly explains the problems facing Westport, and suggest the best way for Westport to remain successful in the future.

In your report, you should:

1. describe the possible reasons for the proposed closure of the railway line from South Chester to Westport;
2. identify and explain the possible effects of the proposed railway line closure on the people and businesses in the Westport area;
3. explain what Go North Trains could do to increase the demand for their train services on the South Chester to Westport line;
4. identify some reasons for the success of Westport as a seaside resort;
5. discuss whether you think that Westport's success as a seaside resort will continue in the future;
6. explain and discuss the possible options open to Westport Council to keep the town successful, and recommend the most appropriate strategy.

Your report will be assessed on your ability to:

use economic knowledge, show understanding and use information; (20 marks)

apply economic concepts and theories and use appropriate economic terminology and methods; (20 marks)

select, organise and interpret information; (20 marks)

evaluate evidence, make a reasoned judgement and draw appropriate conclusions; (20 marks)

present information in a clear, legible and logical way; spell, punctuate and use the rules of grammar accurately; and enable the meaning of the text to be understood. (4 marks)

(Total: 84 marks)

Essay marking grid

| Knowledge and Understanding and Use of Information | | |
|---|--|--------------------|
| Level 4 | Substantial evidence of using economic knowledge and gathering of appropriate information to study the problem presented. Has assembled relevant evidence and shown very good understanding. | 15-20 marks |
| Level 3 | Has used economic knowledge in relation to the context of the problem. Has copied some material but has summarised and adopted other information. Demonstrates good understanding of evidence. | 9-14 marks |
| Level 2 | Some attempt to use economic knowledge gained in the course, but limited in its relevance. Most of the work is copied from source material and understanding is limited. | 1-8 marks |
| Level 1 | No relevant information presented. | 0 marks |

| Application | | |
|--------------------|--|--------------------|
| Level 4 | Clear evidence of applying at least three economic concepts and theories appropriately to the problem. Precise use of economic terminology and methodology in addressing the problem. | 15-20 marks |
| Level 3 | Good attempt to apply economic concepts and/or terms to the problem. Demonstrates ability to apply at least two economic theories to the problem. Use of appropriate economic terminology and methodology with some success. | 9-14 marks |
| Level 2 | Some attempt made to apply at least one economic concept and/or theory and/or term to the problem, but a tendency to make unsupported generalisations. | 1-8 marks |
| Level 1 | No attempt made to apply economic knowledge to the problem. | 0 marks |

| Select/Organise/Analyse and Interpret | | |
|--|---|--------------------|
| Level 4 | Information/data has been selected in an effective way. The information selected has been well organised; at least three sources have been analysed. Evidence of interpretation of information/data, applicable to the problem has been clearly demonstrated. | 15-20 marks |
| Level 3 | Information/data has been selected and organised in an effective way. The information selected has been organised; at least two sources have been analysed. Begins to interpret information/data in relation to the problem. | 9-14 marks |
| Level 2 | Some evidence that data/information has been selected and organised. There is evidence of selection and organisation from at least one source. There has been some relevant analysis of the information used, but little or no interpretation has been carried out. | 1-8 marks |
| Level 1 | No attempt made to select, organise, analyse or interpret data. | 0 marks |

| Evaluation/Judgement | | |
|-----------------------------|--|--------------------|
| Level 4 | Examines the problem and draws conclusions which are supported with evidence. Judgements and recommendations have been made, using economic knowledge from the course. There is good evaluation of evidence with some reasoned judgements. | 15-20 marks |
| Level 3 | Begins to examine critically and draw conclusions supported by some evidence with judgements and recommendations based on economic knowledge from the course. There is some relevant evaluation of evidence. | 9-14 marks |
| Level 2 | A limited attempt to draw conclusions and make reasoned judgements in an elementary way. There is some attempt to evaluate the evidence. | 1-8 marks |
| Level 1 | No attempt made to draw conclusions. | 0 marks |

| Quality of Written Communication | | |
|---|--|------------------|
| Level 4 | Information is clearly and logically presented using an appropriate form. The text is legible. Candidates spell, punctuate and use the rules of grammar accurately, enabling the meaning to be clearly understood. | 4 marks |
| Level 3 | Information is presented in an appropriate form. The text is legible. Candidates generally spell, punctuate and use the rules of grammar accurately, although there may be some errors. The meaning is clear. | 2-3 marks |
| Level 2 | Some of the information presented is in an appropriate form. Generally the text is legible. Although there are errors in spelling, punctuation and grammar, candidates' meaning can be understood. | 1 mark |
| Level 1 | Candidates have failed to reach the standard required for the award of a mark. | 0 marks |

Examples of expected responses

1. Describe the possible reasons for the proposed closure of the railway line from South Chester to Westport:

- decline in passenger numbers – and an increasing trend;
- not used very often – only 25% of those surveyed use the railway line every day;
- hit by lower government subsidy which increases costs;
- a lot of money is required to modernise the railway and the train company haven't got the funds;
- it's not profitable;
- people use other forms of transport;
- people go to other places in the UK or abroad.

2. Identify and explain the possible effects of the proposed railway line closure on the people and businesses in the Westport area.

People in the Westport area:

- workers made redundant – unemployment therefore loss of income lower expenditure;
- have to rely on state benefits;
- need to try to find alternative employment – is this possible – maybe on lower wages;
- partners may have to work full time instead of part time;
- impact on family life – visiting relatives, getting to school etc.

Businesses in the Westport area:

- tourism – badly affected by the closure – hotels etc will find their guests falling in number and may have to lay off workers – although view of manager of Swan Hotel suggests impact not be that great;
- other shops/restaurants/entertainment places will also lose customers and revenue;
- idea of regional multiplier effect downwards;
- environmental effects;
- alternative forms of transport (substitutes), eg taxis/buses will have increased demand for their services;
- holiday makers from Scotland and the South can no longer reach Westport by train;
- the local market too would lose customers.

3. Explain what Go North Trains could do to increase the demand for their train services on the South Chester to Westport line:

- use the train more often than at present and for a greater variety of use – idea of increase in demand so that the proposed closure doesn't occur;
- accept higher fares so that the railway company might obtain increased revenue;
- concept of PED might be brought in here;
- campaign to stop the threatened closure;
- stressing the social and economic benefits which the railway brings to the town such as we can visit our friends and get to work;
- Go North trains could introduce measures to increase the demand for their trains, ie more passengers, eg via advertising campaign/other promotional schemes, changing pricing policy;
- Go North Trains could alter the supply of trains, ie less trains during of peak times and more at peak times and in summer but this might anger some customers.

4. Some of the reasons for the success of Westport as a seaside resort:

- the facilities that the resort offers are the promenade, discos, sea and sand, popular night spots;
- concept of complements;
- close to a number of towns (Item D).

5. Some possible reasons why it might not continue to be successful:

- closure of railway line from South Chester with its loss of customers;
- many facilities look dated;
- increasingly families today go on overseas holidays rather than UK and reasons for that;
- low income elasticity of demand for UK holidays;
- other types of holidays exist even in the UK, eg camping, adventure holidays, etc.

But perhaps the seaside resort could continue to flourish by:

- adding new attractions;
- developing as a gambling casino style resort but this might badly affect the traditional loyal holiday makers;
- holiday conference – but a lot of competition exists for these already;
- operate as a resort for day trippers from nearby towns of Oldton.

Candidates should evaluate the evidence.

We don't really know the impact of the proposed closure of the railway line on the town tourism for the following reasons:

- the survey wasn't large enough only 20 people questioned;
- we only have the opinion of one large hotel owner who didn't think it would be very detrimental but how representative is he and how many hotels are there in Westport?

6. Possible options to keep the town successful.

To offer grants to attract new manufacturing industry:

- would reduce relocation costs of manufacturing firms moving there or indeed starting up costs;
- decline of manufacturing industry in the UK anyway – deindustrialisation;
- might it be better to offer grants to service industries anyway;
- competition from other areas offering similar incentives;
- no manufacturing skills in the town.

Candidates should discuss whether not this is the best solution for Westport Council to regenerate the area. They may come up with better solutions and should be rewarded accordingly.

Other strategies which could be discussed and evaluated:

- extend the holiday seasons;
- new leisure facilities;
- caravan park.

Candidates should also make an attempt to evaluate the evidence, eg does Item E show all of Westport major tourist attractions?

Higher tier candidates are free to suggest any possible solution by which Westport might remain a successful town/seaside resort for example extending the holiday season, more caravan parks.

Candidates must come up with a solution which is justified.